



STUDENTS AT ACADEMIC RISK POLICY: EDUCATION; COUNSELLING, CHAPLAINCY AND SPIRITUAL CARE

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1. PURPOSE

To clearly outline Morling College's approach to:

- identify students early who are at risk of not progressing satisfactorily through their coursework requirements towards completion of their Award,
- providing support to facilitate students' progression, and
- staff and student responsibilities.

2. DEFINITIONS

Key Term or Acronym	Definition
DSS	Director of Student Services
unsatisfactory course progress	<p>Students who have successfully completed half or fewer than half of the units they have undertaken in that enrolment period are deemed to be maintaining unsatisfactory course progress for that enrolment period. See <i>Course Progression Policy: Counselling, Chaplaincy and Spiritual Care</i>, 5.2.</p> <p>Overseas students have additional requirements to maintain satisfactory progress. See <i>Course Progression Policy: Counselling, Chaplaincy and Spiritual Care</i> 5.12 – 5.14.</p>

3. SCOPE

This policy applies to all students enrolled in courses at Morling College in the faculties of Education; Counselling; Chaplaincy and Spiritual Care.

4. POLICY STATEMENT

Morling College is committed to providing quality experiences and outcomes for students and this extends to a nurturing educational environment that places emphasis on student engagement. A student may be identified as requiring additional academic support if they are not progressing satisfactorily in their studies or are at significant risk of not progressing satisfactorily.

5. PRINCIPLES

5.1 Identifying student at risk

A student may be identified as 'at risk' of making unsatisfactory progress in their studies if one or more factors such as those listed below are present:

- medical illness, injury, psychological condition, or disability
- family or carer responsibilities
- behaviour, which is consistently disruptive, volatile or otherwise in breach of the Morling College Community Code and/or the Student Code of Conduct Policy and is considered to be misconduct
- inadequate level of English language proficiency
- provisional enrolment or pattern of deferral
- change to a new field of study that may challenge previously successful approaches to learning
- failure to pass an assessment task
- failure to attend compulsory teaching and assessment components
- failure to complete a required assessment element or practicum
- unsatisfactory attendance record
- minimal class participation/engagement.

5.2 Support for students at risk

Morling College provides a range of academic support services to assist students who are struggling with their study demands. These include:

- academic advisory support
- academic tutoring
- academic writing and study skills support
- library support
- pastoral and spiritual care

Accredited counsellors are available to support the wellbeing of students via the Ezra Centre.

Some courses appoint Study Mentors who assist student navigate their way to course success.

5.3 Responsibilities

5.3.1 Students

Students are expected to pursue their studies with diligence. They are responsible for their own course progression, and for seeking support early when difficulties are encountered. They are also responsible for acting on advice when support services are recommended.

5.3.2 Director of Student Services

Director of Student Services has overall responsibility for the college-wide services that support students' wellbeing and their academic progress.

5.3.3 Dean of Students

The Dean of Students promotes student wellbeing and is a contact point for student who encounter difficulties in their student and referring them to available support services.

5.3.4 Faculty Deans

Faculty Deans oversee the management of course progression and are responsible for ensuring students at risk are identified and that support processes for students in the faculty are implemented.

5.3.5 Unit Coordinators and Lecturers

Unit Coordinators and Lecturers identify students who may benefit from additional support based on performance in assessment or other diagnostic tasks. They ensure that the students are aware of the available support services and how to access them. They implement support processes and refer students at risk to support services.

5.3.6 Faculty Administrators

Administrators who oversee specific programs or courses, monitor academic progress, and coordinate with academics can advise student of available support and refer 'at risk' students to the appropriate academic or support service/s.

5.3.7 Academic Tutor

The Academic Tutor provides academic writing and study skills support to assist students understand and meet the requirements of assessment tasks.

5.3.8 Librarians

Librarians provide learning support, particularly in utilizing library resources.

6. RELATED DOCUMENTS

Course Progression Policy: Education; Counselling, Chaplaincy and Spiritual Care

Monitoring Student Engagement in a Unit Procedure: Education

Overseas Student Progression Support Policy

Special Circumstances Policy: Education; Counselling, Chaplaincy and Spiritual Care

Student at Risk Template: Education

Students at Risk Procedure: Education

Students with Disabilities Policy

7. HIGHER EDUCATION COMPLIANCE REFERENCE

Higher Education Standards 2021: HES_1.3.4

8. LEGISLATION

NA

9. REFERENCES

Australian Chiropractic College, Student at Risk Policy.

10. VERSION HISTORY

Version	Approved by	Approval Date	Effective Date	Changes made
1.01	Policy Coordinator	Feb 2023	Feb 2023	Header table updated to latest version, including addition of keywords.
1.00	Academic Board	10 November 2021	10 November 2021	New Policy

Download this policy anew with each use, as it may have changed.